

## *Penn Cambria Curriculum*

<b>Course Name</b>	<b>U.S. Government</b>
<b>Length of Course</b>	½ Credit Course (one quarter in block schedule)
<b>Grade Level</b>	12
<b>Prerequisites</b>	None
<b>Course Description</b>	The focus of the U.S. Government course is on the Constitution and the functions of the United States government, with emphasis on the relationship of these to politics and current events. The functions of government are explored on the national, state, and local levels. The primary objective is to prepare students to become participants in the political process. Some of the topics of study include: principles of American government, the powers and complex responsibilities of the three branches of government, the political process, public opinion, and governmental policies.
<b>Units of Study</b>	Forms of Government Constitution Personal Freedoms Liberalism and Conservatism Political Parties Lawmaking Process Executive Branch and Legislative Agencies State and Local Government Current Events
<b>Materials</b>	Text: <u>Macgruder's American Government</u> by Daniel M. Shea c2016 Pearson Education Supplemental Materials: Newspapers, online current events articles, reference materials, etc.

Note: Standard alignment based on 2002 PA Academic Standards for Civics and Government.

## Unit 1: Forms of Government

**Estimated Time: 1 week**

**Standard Alignment:**

- 5.1.12.A – Evaluate the major arguments advanced for the necessity of government.
- 5.3.12.K – Evaluate the strengths and weaknesses of various systems of government.

**Curricular Objectives:**

Students will:

- a. Compare our system of government to other political systems.
- b. Evaluate the pros and cons of various systems of government.
- c. Describe the importance of government in society.

**Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

**Suggested Methods of Instruction / Learning Activities:**

- Creation of visual display of government systems around the world
- Letter writing
- Class discussion/ debate
- Newspaper article /daily news
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## Unit 2: The Constitution

**Estimated Time: 1wk**

### **Standard Alignment:**

- 5.1.12.B – Analyze the sources, purposes and functions of law.
- 5.1.12.E – Evaluate the principles and ideals that shape the United States and compare them to documents of government.
- 5.1.12.F – Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.
- 5.1.12.H – Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.
- 5.1.12.I – Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- 5.1.12.L – Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.
- 5.3.12.B – Analyze the responsibilities and powers of the national government.
- 5.3.12.C – Evaluate the process of how a bill becomes the law on a federal, state and local levels.

### **Curricular Objectives:**

Students will:

- a. Explain the concept of citizenship and describe the naturalization process.
- b. Describe the relationship between the state and the national government in the federal system of the United States.
- c. Explain the three branches of government and how they affect the people of the country.
- d. Evaluate the effectiveness and complexity of the check and balance system using historic and current events.
- e. Compare and contrast the major components of the PA Constitution with that of the US Constitution.

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Use of graphic organizers to express ideas.
- Student decision making regarding the most powerful branch of government.
- Visit the U.S. Citizenship and Immigration Services web page for information about citizenship ([www.uscis.gov](http://www.uscis.gov))
- Extended analysis of current event / topic in news to analyze complexity of powers of three branches of government (ex: President's role in making/changing law, etc.)
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## Unit 3: Personal Freedoms

**Estimated Time: 1week**

### **Standard Alignment:**

- 5.1.12.C – Evaluate the importance of the principles and ideals of civic life.
- 5.1.12.G –Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.
- 5.1.12.J – Analyze how the law promotes the common good and protects individual rights.
- 5.1.12.M –Evaluate and analyze the importance of significant political speeches and writings in civic life (e.g., Diary of Anne Frank, Silent Spring).
- 5.2.12.A – Evaluate an individual’s civic rights, responsibilities and duties in various governments.
- 5.2.12.B – Evaluate citizens’ participation in government and civic life.
- 5.2.12.C – Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12.F – Evaluate how individual rights may conflict with or support the common good.
- 5.2.12.G –Evaluate what makes a competent and responsible citizen.
- 5.3.12.G –Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

### **Curricular Objectives:**

Students will:

- a. Explain the limits placed on the freedoms found in the first amendment and analyze the reasons for the limits.
- b. Describe how the court system has changed the meaning of the freedoms found in the first amendment by analyzing landmark Supreme Court decisions regarding these freedoms.
- c. Explain and give examples of a citizen’s right to privacy and self-expression and limits on these rights.

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Class research and presentations involving landmark Supreme Court decisions.
- Group design of visuals which exemplify personal freedoms.
- Student generated examples of how the rights guaranteed in the Bill of Rights affect their lives.
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## **Unit 4: Liberalism and Conservatism**

**Estimated Time: 1week**

### **Standard Alignment:**

- 5.2.12.A – Evaluate an individual’s civic rights, responsibilities and duties in various governments.
- 5.2.12.B – Evaluate citizens’ participation in government and civic life.
- 5.2.12.C – Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12.D – Evaluate political leadership and public service in a republican form of government.
- 5.2.12.E – Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- 5.2.12.F – Evaluate how individual rights may conflict with or support the common good.
- 5.2.12.G – Evaluate what makes a competent and responsible citizen.

### **Curricular Objectives:**

Students will:

- a. Compare and contrast liberalism and conservatism using historic and current events.
- b. Analyze the effects of recent events in U.S. political history (1960 – present) on public opinion.

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Given a list of topics, ideas or events, students will be able to judge whether the ideas/events are liberal or conservative.
- Critical essays surrounding the public opinion of a decade and the effects on politics.
- Self-quiz to allow students to analyze their own views
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## Unit 5: Political Parties

**Estimated Time: 1week**

### **Standard Alignment:**

- 5.2.12.A – Evaluate an individual’s civic rights, responsibilities and duties in various governments.
- 5.2.12.B – Evaluate citizens’ participation in government and civic life.
- 5.2.12.C – Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12.D – Evaluate political leadership and public service in a republican form of government.
- 5.2.12.E – Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- 5.2.12.F – Evaluate how individual rights may conflict with or support the common good.
- 5.2.12.G – Evaluate what makes a competent and responsible citizen.
- 5.3.12.E – Evaluate the roles of political parties in election campaigns.
- 5.3.12.F – Evaluate the elements of the election process.
- 5.3.12.H – Evaluate the impact of interest groups on the political process.
- 5.3.12.J – Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.

### **Curricular Objectives:**

Students will:

- a. Evaluate types of political party systems found in the world.
- b. Describe the role of third parties in the American political system.
- c. Compare and contrast the ideas of the Republicans and Democrats.
- d. Examine the impact (positive and negative) of political parties on individual citizen participation and political action committees (PAC’s) in the political process.
- e. Analyze the election process for national, state and local office.

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Create a chart showing the historical development of political parties in the United States that has led to the modern two party system.
- Use of graphic organizers to express ideas.
- Compare the most recent platforms of the two political parties on major national issues.
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## Unit 6: The Law-Making Process

**Estimated Time: 1week**

### **Standard Alignment:**

- 5.1.12.B – Analyze the sources, purposes and functions of law.
- 5.3.12.C – Evaluate the process of how a bill becomes law on a federal, state and local levels.
- 5.3.12.D – Evaluate how independent government agencies create, amend and enforce regulations.
- 5.3.12.E – Evaluate the roles of political parties in election campaigns.
- 5.3.12.H – Evaluate the impact of interest groups on the political process.
- 5.3.12.I – Evaluate how and why government raises money to pay for its operations and services.
- 5.3.12.J – Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.

### **Curricular Objectives:**

Students will:

- a. Describe how federal laws are made and carried out.
- b. Analyze the effects of various groups on the law-making process (i.e., lobbyists, constituents, special interest groups, political parties).

### **Assessments/ Measurement of Objectives:**

- A. Objective related quiz and tests
- B. Student written response to open-ended questions and essays
- C. Project based learning activities
- D. Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Given the steps in the lawmaking process, put the steps in the correct order.
- Mock Senate activity.
- Write an imaginary weekly schedule for a lobbyist explaining how time and money will be spent to influence the passage of a bill.
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## **Unit 7: The Executive Branch and Regulatory Agencies**

**Estimated Time: 1week**

### **Standard Alignment:**

- 5.2.12.D – Evaluate political leadership and public service in a republican form of government.
- 5.3.12.A– Analyze and evaluate the structure, organization and operation of the local, state and national governments including domestic and national policy-making.
- 5.3.12.B – Analyze the responsibilities and powers of the national government.
- 5.3.12.C – Evaluate the process of how a bill becomes law on a federal, state and local levels.
- 5.3.12.D – Evaluate how independent government agencies create, amend and enforce regulations.
- 5.3.12.G – Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
- 5.3.12.H –Evaluate the impact of interest groups on the political process.
- 5.3.12.J – Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
- 5.4.12.B – Analyze the United States’ interaction with other nations and governmental groups in world events.
- 5.4.12.C – Compare how past and present United States’ policy interests have changed over time and analyze the impact on future international relationships.
- 5.4.12.D – Explain how foreign policy is developed and implemented.

### **Curricular Objectives:**

Students will:

- a. Describe powers possessed by the President of the United States in domestic policy.
- b. Describe the formal and informal powers possessed by the President of the United States in foreign policy.
- c. Explain the role of regulatory agencies in making public policy.

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Graphic organizer showing the arrangement of the President’s Cabinet and the regulatory agencies within the cabinet.
- Student reports with multimedia explaining the powers of regulatory agencies.
- Comparisons of recent presidents’ use of powers granted by the Constitution.
- Open-ended question essay
- Primary and secondary sources
- Reading across curriculum
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities, related to learning objectives



## Unit 8: State and Local Governments

**Estimated Time: 1 week**

### **Standard Alignment:**

- 5.1.12.D – Analyze the principles and ideals that shape the government of Pennsylvania and apply them to government.
- 5.1.12.F – Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.
- 5.1.12.H – Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.
- 5.1.12.I – Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- 5.1.12.L – Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.
- 5.2.12.A – Evaluate an individual's civic rights, responsibilities and duties in various governments.
- 5.2.12.B – Evaluate citizens' participation in government and civic life.
- 5.2.12.C – Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12.D – Evaluate political leadership and public service in a republican form of government.
- 5.2.12.E – Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- 5.2.12.F – Evaluate how individual rights may conflict with or support the common good.
- 5.2.12.G – Evaluate what makes a competent and responsible citizen.
- 5.3.12.A – Analyze and evaluate the structure, organization and operation of the local, state and national governments including domestic and national policy-making.
- 5.3.12.C – Evaluate the process of how a bill becomes law on a federal, state and local levels.
- 5.3.12.D – Evaluate how independent government agencies create, amend and enforce regulations.
- 5.3.12.H – Evaluate the impact of interest groups on the political process.

### **Curricular Objectives:**

Students will:

- a. Describe the organization of Pennsylvania's government.
- b. Explain the role of counties in providing public services.
- c. Identify local government officials and their responsibilities.
- d. Analyze the role local government's play in the lives of citizens.
- e. Analyze the pros and cons of various methods of generating revenue at the state and local level (taxes, fees, etc).

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Mock city council meeting
- Attendance at local government meetings
- Analysis of local newspaper articles
- Debate on the fairness of property taxes
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives

## Unit 9: Current Events

**Estimated Time: Ongoing – 1 week total time throughout quarter**

### **Standard Alignment:**

- 5.1.12.M – Evaluate and analyze the importance of significant political speeches and writing in civic life (e.g., Diary of Anne Frank, Silent Spring).
- 5.3.12.H – Evaluate the impact of interest groups on the political process.
- 5.3.12.J – Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.

### **Curricular Objectives:**

During this on going unit, students will:

- a. Articulate opinions concerning contemporary issues as they evolve.
- b. Evaluate media coverage of issues by comparing/contrasting several different editorial styles.
- c. Evaluate the intent and meaning of political cartoons, political speeches and essays.
- d. Evaluate current affairs articles in relation to course objectives.

### **Assessments/ Measurement of Objectives:**

- Objective related quiz and tests
- Student written response to open-ended questions and essays
- Project based learning activities
- Homework and independent practice activities related to learning objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Newspaper journals
- Class discussions
- Text-based Socratic seminar discussions
- Primary and secondary source activities (reading across curriculum)
- Direct instruction
- Graphic organizer activities
- Homework/ independent practice
- Classroom based activities directly related to learning objectives